



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10801269  
SAU: Jay School Department  
School: Jay Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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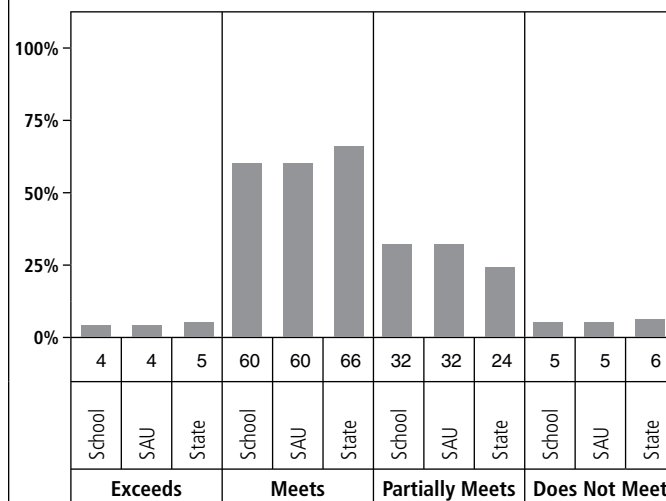
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 4  
SAU: Jay School Department  
School: Jay Elementary School

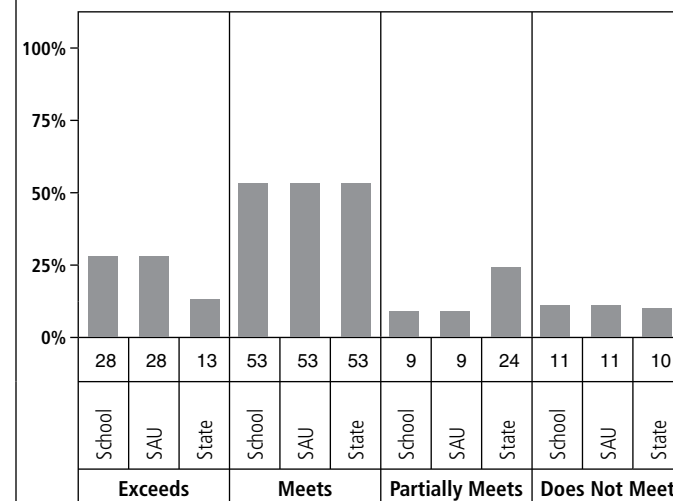
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	448	448	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>444</b>	<b>444</b>	<b>446</b>
Cum. Avg.*	445	445	445
<b>Mathematics</b>			
2006–2007	443	443	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>452</b>	<b>452</b>	<b>446</b>
Cum. Avg.*	446	446	445

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Jay School Department  
School: Jay Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	57	100	57	100	13805	100	57	100	57	100	13737	100	57	100	57	100	13746	100						
<b>Ethnicity</b> African American/Black	1	2	1	2	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	1	2	1	2	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	2	4	2	4	149	1	2	100	2	100	148	99	2	100	2	100	148	99						
Caucasian/White	53	93	53	93	12883	93	53	100	53	100	12832	100	53	100	53	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	11	19	11	19	2383	17	11	100	11	100	2366	100	11	100	11	100	2364	99						
<b>Current LEP</b>	1	2	1	2	377	3	1	100	1	100	362	96	1	100	1	100	373	99						
<b>Economically disadvantaged</b>	26	46	26	46	5819	42	26	100	26	100	5782	99	26	100	26	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	84	48	84	10439	76	48	84	48	84	10471	76						
Identified disability (PET/IEP)	3	6	3	6	351	3	3	6	3	6	367	4						
LEP	1	2	1	2	171	2	1	2	1	2	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	9	16	9	16	3142	23	9	16	9	16	3138	23						
Identified disability (PET/IEP)	8	89	8	89	1860	59	8	89	8	89	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	1	11	1	11	1060	34	1	11	1	11	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	5	8	5	8	507	4
	2007-2008	2	4	2	4	559	4
	<b>2008-2009</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>672</b>	<b>5</b>
	Cum. Total*	9	6	9	6	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	36	60	36	60	8749	63
	2007-2008	26	57	26	57	8308	59
	<b>2008-2009</b>	<b>34</b>	<b>60</b>	<b>34</b>	<b>60</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	96	59	96	59	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	16	27	16	27	3467	25
	2007-2008	14	30	14	30	3922	28
	<b>2008-2009</b>	<b>18</b>	<b>32</b>	<b>18</b>	<b>32</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	48	29	48	29	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	5	3	5	1165	8
	2007-2008	4	9	4	9	1264	9
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>751</b>	<b>6</b>
	Cum. Total*	10	6	10	6	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.9	62.3	29.9	62.3	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	15.3	63.8	15.3	63.8	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.6	60.8	14.6	60.8	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	2	4	34	60	18	32	3	5	444	57	4	60	32	5	444	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	2										2						146	1	64	28	6	445
Caucasian/White	53	2	4	32	60	16	30	3	6	445	53	4	60	30	6	445	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	0	0	2	18	7	64	2	18	437	11	0	18	64	18	437	2211	1	39	42	18	439
No	46	2	4	32	70	11	24	1	2	446	46	4	70	24	2	446	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	1										1						357	3	42	36	19	440
No	56	2	4	34	61	17	30	3	5	444	56	4	61	30	5	444	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	26	1	4	13	50	9	35	3	12	442	26	4	50	35	12	442	5677	2	57	32	9	443
No	31	1	3	21	68	9	29	0	0	446	31	3	68	29	0	446	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	57	2	4	34	60	18	32	3	5	444	57	4	60	32	5	444	13575	5	66	24	6	446
<b>Gender</b>																						
Female	26	2	8	10	38	12	46	2	8	443	26	8	38	46	8	443	6580	7	68	21	5	448
Male	31	0	0	24	77	6	19	1	3	446	31	0	77	19	3	446	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2127	1	48	42	9	441
No	57	2	4	34	60	18	32	3	5	444	57	4	60	32	5	444	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	0										0						324	27	72	1	0	458
No	57	2	4	34	60	18	32	3	5	444	57	4	60	32	5	444	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Jay School Department

School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	4	2	45	36	17	441
B. less than one hour	81	2	4	27	59	16	35	1	2	445	81	4	59	35	2	445	75	5	67	23	4	447
C. one to two hours	14	0	0	5	63	2	25	1	13	443	14	0	63	25	13	443	18	5	67	23	5	447
D. more than two hours	4	0	0	1	50	0	0	1	50	435	4	0	50	0	50	435	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	51	1	3	18	62	8	28	2	7	445	51	3	62	28	7	445	40	8	71	17	4	449
B. good	39	1	5	12	55	9	41	0	0	444	39	5	55	41	0	444	45	3	66	25	5	446
C. fair	9	0	0	3	60	1	20	1	20	441	9	0	60	20	20	441	13	1	54	35	10	442
D. poor	2	0	0	1	100	0	0	0	0	444	2	0	100	0	0	444	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	47	2	7	16	59	6	22	3	11	445	47	7	59	22	11	445	31	8	69	19	4	448
B. They match some of what I have learned.	30	0	0	12	71	5	29	0	0	445	30	0	71	29	0	445	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	0	0	4	67	2	33	0	0	443	11	0	67	33	0	443	11	2	54	35	10	442
D. There is no match.	12	0	0	2	29	5	71	0	0	442	12	0	29	71	0	442	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	16	0	0	3	33	5	56	1	11	440	16	0	33	56	11	440	19	4	54	31	11	443
B. about the same as my regular schoolwork	60	2	6	21	62	11	32	0	0	446	60	6	62	32	0	446	63	6	69	22	4	447
C. easier than my regular schoolwork	25	0	0	10	71	2	14	2	14	444	25	0	71	14	14	444	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	5	0	0	0	0	2	67	1	33	435	5	0	0	67	33	435	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	42	1	4	12	52	9	39	1	4	443	42	4	52	39	4	443	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	53	1	3	20	69	7	24	1	3	447	53	3	69	24	3	447	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	21	1	8	9	75	1	8	1	8	448	21	8	75	8	8	448	21	8	68	19	5	448
B. 20 minutes to an hour	65	1	3	22	59	12	32	2	5	444	65	3	59	32	5	444	55	5	70	21	4	447
C. less than 20 minutes	9	0	0	1	20	4	80	0	0	439	9	0	20	80	0	439	13	2	57	33	8	443
D. I rarely read at home.	5	0	0	2	67	1	33	0	0	440	5	0	67	33	0	440	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	0	0	10	77	3	23	0	0	448	24	0	77	23	0	448	25	3	59	30	8	444
B. six to ten pages	24	1	8	2	15	8	62	2	15	438	24	8	15	62	15	438	24	4	64	26	6	445
C. eleven or more pages	53	1	3	20	69	7	24	1	3	446	53	3	69	24	3	446	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	446	100	0	100	0	0	446						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	2	3	2	3	1054	8
	2007-2008	5	11	5	11	1321	9
	<b>2008-2009</b>	<b>16</b>	<b>28</b>	<b>16</b>	<b>28</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	23	14	23	14	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	29	48	29	48	7394	53
	2007-2008	24	52	24	52	7079	51
	<b>2008-2009</b>	<b>30</b>	<b>53</b>	<b>30</b>	<b>53</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	83	51	83	51	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	23	38	23	38	3729	27
	2007-2008	11	24	11	24	3955	28
	<b>2008-2009</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	39	24	39	24	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	6	10	6	10	1735	12
	2007-2008	6	13	6	13	1642	12
	<b>2008-2009</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	18	11	18	11	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	34.3	71.5	34.3	71.5	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.7	73.5	14.7	73.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.4	67.5	5.4	67.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	7.3	73.0	7.3	73.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.9	69.0	6.9	69.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	16	28	30	53	5	9	6	11	452	57	28	53	9	11	452	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	2										2						147	3	58	30	10	443
Caucasian/White	53	16	30	27	51	4	8	6	11	452	53	30	51	8	11	452	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	11	1	9	6	55	0	0	4	36	441	11	9	55	0	36	441	2227	3	34	33	30	437
No	46	15	33	24	52	5	11	2	4	455	46	33	52	11	4	455	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	1										1						370	7	35	31	27	439
No	56	16	29	30	54	4	7	6	11	452	56	29	54	7	11	452	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	26	5	19	13	50	4	15	4	15	449	26	19	50	15	15	449	5704	6	48	30	16	442
No	31	11	35	17	55	1	3	2	6	455	31	35	55	3	6	455	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	57	16	28	30	53	5	9	6	11	452	57	28	53	9	11	452	13603	13	53	24	10	446
<b>Gender</b>																						
Female	26	4	15	15	58	4	15	3	12	448	26	15	58	15	12	448	6591	12	54	24	11	446
Male	31	12	39	15	48	1	3	3	10	456	31	39	48	3	10	456	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2131	3	41	38	18	440
No	57	16	28	30	53	5	9	6	11	452	57	28	53	9	11	452	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	0										0						324	64	34	2	0	464
No	57	16	28	30	53	5	9	6	11	452	57	28	53	9	11	452	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Jay School Department

School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	448	2	0	100	0	0	448	4	4	37	30	28	438
B. less than one hour	81	12	26	25	54	4	9	5	11	452	81	26	54	9	11	452	75	13	55	23	9	447
C. one to two hours	14	4	50	3	38	1	13	0	0	456	14	50	38	13	0	456	18	12	54	24	10	446
D. more than two hours	4	0	0	1	50	0	0	1	50	442	4	0	50	0	50	442	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	53	12	40	14	47	3	10	1	3	457	53	40	47	10	3	457	37	22	56	16	7	451
B. good	33	2	11	12	63	2	11	3	16	446	33	11	63	11	16	446	45	9	56	25	9	446
C. fair	11	2	33	2	33	0	0	2	33	445	11	33	33	0	33	445	14	3	46	34	17	440
D. poor	4	0	0	2	100	0	0	0	0	452	4	0	100	0	0	452	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	49	11	39	14	50	2	7	1	4	457	49	39	50	7	4	457	35	19	56	19	7	450
B. They match some of what I have learned.	42	5	21	13	54	3	13	3	13	450	42	21	54	13	13	450	51	11	56	25	8	446
C. They match just a little of what I have learned.	4	0	0	2	100	0	0	0	0	446	4	0	100	0	0	446	10	5	43	31	21	440
D. There is no match.	5	0	0	1	33	0	0	2	67	432	5	0	33	0	67	432	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	11	0	0	4	67	1	17	1	17	446	11	0	67	17	17	446	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	15	41	16	43	4	11	2	5	454	67	41	43	11	5	454	62	13	57	23	7	448
C. easier than my regular schoolwork	22	1	8	9	75	0	0	2	17	451	22	8	75	0	17	451	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	1	25	0	0	3	75	431	7	0	25	0	75	431	7	6	36	32	27	438
B. 30–45 minutes	19	1	9	8	73	1	9	1	9	447	19	9	73	9	9	447	25	7	52	28	12	444
C. 45–60 minutes	28	4	25	9	56	1	6	2	13	452	28	25	56	6	13	452	38	14	56	22	8	448
D. more than 60 minutes	46	11	42	12	46	3	12	0	0	458	46	42	46	12	0	458	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	1	50	0	0	0	0	1	50	442	4	50	0	0	50	442	3	4	36	31	28	438
B. two or three days a week	11	0	0	4	67	1	17	1	17	443	11	0	67	17	17	443	12	13	51	26	10	446
C. two or three times each month	44	7	28	14	56	3	12	1	4	454	44	28	56	12	4	454	32	15	58	20	7	449
D. never or almost never	42	8	33	12	50	1	4	3	13	453	42	33	50	4	13	453	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	51	5	17	17	59	4	14	3	10	450	51	17	59	14	10	450	26	12	50	25	13	445
B. two or three days a week	37	8	38	10	48	1	5	2	10	454	37	38	48	5	10	454	32	14	57	21	7	448
C. two or three times each month	7	2	50	2	50	0	0	0	0	460	7	50	50	0	0	460	26	13	56	22	8	448
D. never or almost never	5	1	33	1	33	0	0	1	33	448	5	33	33	0	33	448	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	456	100	0	100	0	0	456						
C.	0										0											
D.	0										0											